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ABSTRACT

This publication is designed to aid teachers, principals, district staff, and other educators in reading, interpreting and using the data from the October 1983 Florida Statewide Assessment. This guide is divided into three main sections: an introduction; a discussion of the forms used to report results, and suuggestions for interpretation and utilization of results. Reporting assessment data to various audiences is a critical feature of the Statewide Assessment Program. The Program gathers and reports student achievement data in reading, writing, and mathematics at grades 3, 5, 8, and 10. The appendices include the skills tested in the State Student Assessment Test, Part II; minimum performance standards and skills for grades 3, 5, and 8; and criteria for achievement of minimum performance standards and skills. (PN)

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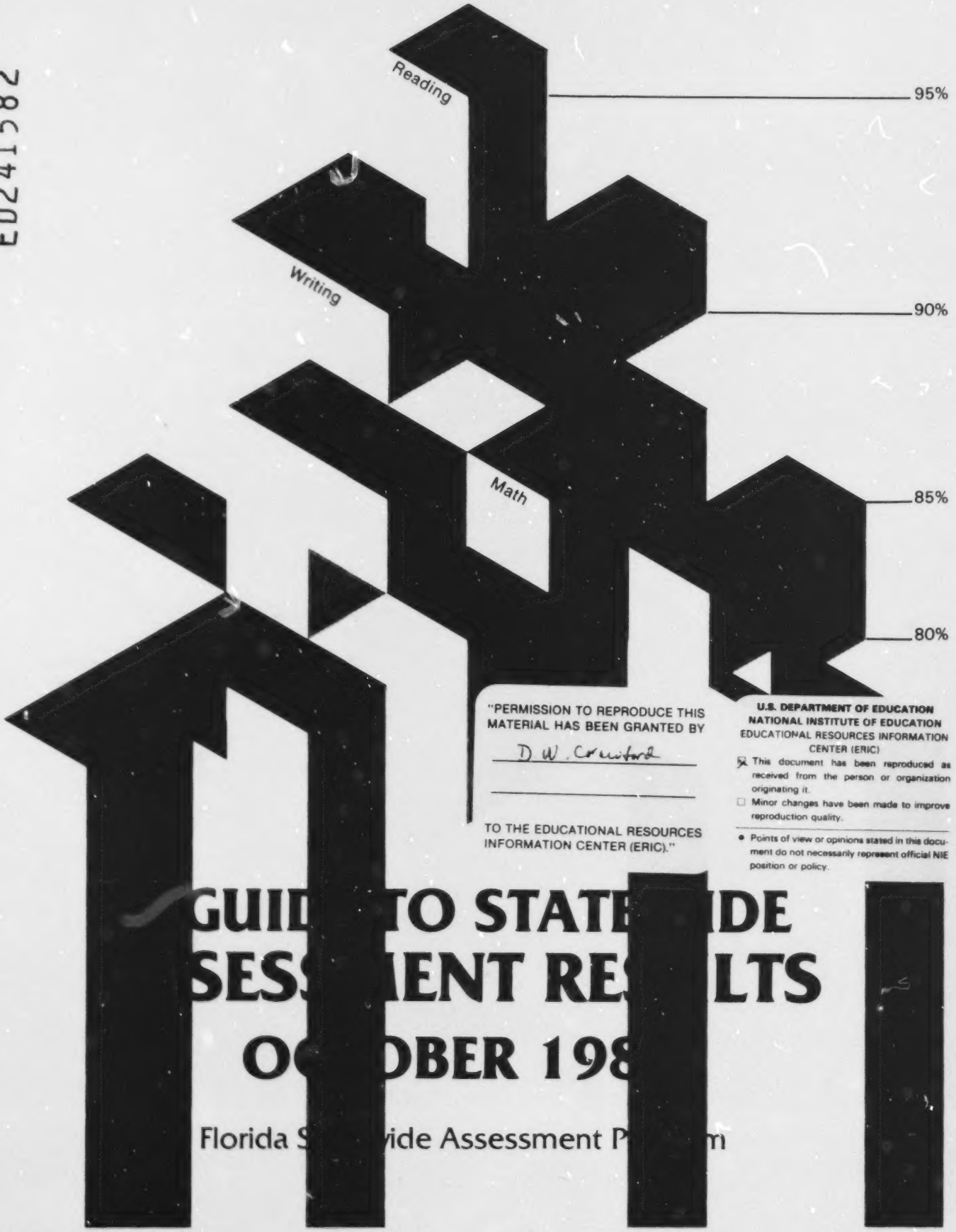

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GUID TO STATE IDE SESS IENT RE LTS OC OBER 198

Florida S vide Assessment P m

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PREFACE

This publication, *A Guide to Statewide Assessment Results, October 1983*, is designed for teachers, principals, district staff, and other educators to aid in reading, interpreting, and using the data from the October 1983 Statewide Assessment. This *Guide* is divided into three main sections and includes a discussion of the Assessment Program itself, the report forms, and utilization strategies.

This *Guide* was prepared by the staff of the Student Assessment Section, Division of Public Schools, Florida Department of Education. Questions relative to this report or the Assessment Program may be directed to the staff by calling (904) 488-8198 or by writing:

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A GUIDE TO STATEWIDE ASSESSMENT RESULTS OCTOBER 1983

STUDENT ASSESSMENT SECTION
BUREAU OF PROGRAM SUPPORT SERVICES
DIVISION OF PUBLIC SCHOOLS
DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32301

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CHAPTER I

INTRODUCTION

A priority of Florida's educational system is helping all students acquire and apply the skills necessary to perform basic reading, writing, and mathematics tasks. The Statewide Assessment Program provides information on the effectiveness of the State, each district, and each school in achieving this goal.

The primary focus of the Assessment Program is on providing meaningful student achievement data from the school, district, and state levels to educators, legislators, parents, citizens, and students. This publication, *A Guide to Statewide Assessment Results, October 1983*, explains the variety of report forms used to report the 1983 assessment results for students in grades 3, 5, and 8 who took the State Student Assessment Test, Part I (SSAT-I) and for students in grades 11 and 12 who took the State Student Assessment Test, Part II (SSAT-II). Students taking the SSAT-II in October were those who had not taken the test before or who had not passed it during a previous administration. The regular fall eleventh grade administration of both the SSAT-I and -II was changed to spring of tenth grade as of the 1981-82 school year. A special publication, *A Guide to Using the 10th-Grade Assessment Results*, describes the tenth grade report forms.

Reporting assessment data to various audiences is a critical feature of the Statewide Assessment Program. This role of the Program was defined by the 1976 Educational Accountability Act enacted by the Florida Legislature. Briefly, the Program gathers and reports student achievement data in reading, writing, and mathematics at grades 3, 5, 8, and 10 (previously grade 11). Students, parents, and citizens are recipients of this data through various report forms and publications produced by the Program.

The Statewide Assessment Program tests are comprised of two parts—a basic skills portion and a portion which measures the application of the basic skills to problems of an everyday nature. The basic skills test (SSAT-I) is administered in grades 3, 5, 8, and 10 whereas the application portion (SSAT-II) is administered in grade 10. The skills measured on each test can be found in Appendices A and C.

As a result of the May 1983 decision in the *Debra P. v. Turlington* court case, all students will be required to pass the SSAT-II in order to receive a regular high school diploma.

The Statewide Assessment Program was affected by the State Board of Education adoption in April 1977 of minimum performance standards. The standards were developed by the Department of Education with wide involvement of local district educators from across Florida and reflect desired minimum achievement for each student at each grade level. These standards were revised again in 1978-79 and the Board adopted the revisions in May 1979. The new standards are similar to the previous ones and will become effective in 1985-86. Local school districts are responsible for preparing all students on the standards which students are expected to master as a requirement for graduation.

The October 1983 assessment involved approximately 400,000 public school students in grades 3, 5, 8, 11, and 12 with the exception of some students who were given either group or individual exemptions. The specific guidelines for exemptions may be found in each *Test Administrator's Manual*. Generally, exceptional students were exempted if they were not being taught and were not expected to master the Minimum Student Performance Standards for regular students. Special testing materials were also developed for certain exceptional students to more fairly assess their skills.

The 1983 test administration occurred during October 3-14, 1983. For grades 3, 5, and 8, testing took two days—one day for the Mathematics section and another day for the Communication Skills section. Two additional days were scheduled for make up testing. For grades 11 and 12, October 6th was recommended as the administration day for the SSAT-II. Specific testing procedures and dates within the specified time frame were determined by the local districts.

As in previous years, the tests were untimed to assure that each student could attempt all items. At third grade, the entire test was teacher paced, with the teacher reading the test directions to the students. The *Test Administrator's Manual* presents a summary of estimated test times.

At grade 3, students marked their answers in the actual test booklet. Fifth, eighth, eleventh, and twelfth graders marked their answers on separate answer folders.

Assessment results describe student achievement of the minimum performance standards and the skills which comprise each standard. In most cases a standard is defined by one, two, or three skills. Each skill, in turn, is measured by several test items, normally four or five (see Figure 1).

Figure 1

Relationship Between Standards, Skills, and Items*

Standard A	Standard B
Skill 1	Skill 21
Items 1	Items 56
2	57
3	58
4	59
Skill 2	Skill 22
Items 5	Items 60
6	61
7	62
8	63
9	64
	Skill 23
	Items 65
	66
	67
	68

*The identification of skills and standards is for illustrative purposes only. The actual items under each standard and skill are not necessarily numbered consecutively.

A student masters a skill and standard when he/she correctly answers a certain minimum number of items. For the 1983 tests, skills and standards are mastered according to the guidelines presented in Appendix D of this *Guide*.

Once the tests are scored, individual *Student Reports* are provided that indicate whether a student masters the various skills and standards. For group data, student achievement is reported by the percent of students responding correctly at three levels of measurement as follows:

1. Percent of students achieving each standard
2. Percent of students achieving each skill
3. Percent of students answering each item correctly (SSAT-I)

Further, these results are aggregated and reported by classroom, school, district, and state units and are reported in *Listing of Achievement Reports* as well as other summary reports.

IMPLEMENTATION OF A SCALE SCORE FOR THE SSAT-II

The spring 1983 assessment results on the SSAT-II were reported using an equated scale score. The October 1983 SSAT-II results for 11th and 12th grades will also be reported using the scale score. Previously, the passing score for the test was a minimum number of correct answers out of the total number of questions on the test as specified by the State Board of Education Rule 6A-1.942. The passing criterion has been changed so that the student's total number of correct answers is converted to a scale score which ranges from approximately 550 to 800. A score of 700 is required for passing the test. This score is equivalent to the passing score previously established by the State Board of Education.

The primary advantage of using an equated scale score is that it permits all test forms to be equally difficult to pass. This is especially important whenever significant decisions (such as high school graduation) are made based upon the test results and when new test questions are substituted for old questions each time the test is given. In the past, new versions of the tests have been made equivalent to previous versions through stringent item substitution measures. The equated scale score will allow more flexibility in the item substitution process and will increase the certainty of obtaining test form equivalency. Test form equivalence will assure that successive versions of the SSAT-II will present the same academic challenge to each group of students taking the test. The SSAT-I is not affected by this change.

CHAPTER II

ASSESSMENT REPORTS

This chapter describes some of the 1983 assessment reports and provides examples of interpretations which are specific to each report form.

The two major objectives of the 1983 statewide assessment reports are to help the student and the instructional personnel identify:

1. Individual 3rd, 5th, and 8th grade students who currently need further assistance in acquiring basic skills

2. Curricular areas which need modification and revision

Hence, the reports provide detailed data to assist in analyzing strengths and weaknesses in the basic skills instructional programs.

The report forms for the 1983 assessment are as follows:

1. *Student Reports,* (SSAT-I and II: SSAT-II will be applicable for 11th and 12th grades only)

2. *Listing of Achievement Report* (SSAT-I)

3. *District Report of School Skill Achievement* (SSAT-I)

4. *Test Foil Analysis* (SSAT-I)

Each of these reports will be illustrated and explained in the following pages.

Of the objectives listed above, the first one can best be met by careful review of the Student Reports and the Listing of Achievement report. The second objective can be met by reviewing the summary data on the Listing of Achievement and the District Report. These summaries provide information relative to the overall curricular program by identifying areas of strengths and weaknesses. Analyses of these summaries will aid in planning curricular modifications or revisions.

Review of the *Test Foil Analysis* and *Listing of Achievement Reports* together will also provide information related to the overall curricular program. As an additional aid to curricular review, teachers should use (1) the lists of skills found in Appendix C of this report and (2) the correct answer key provided to each District Superintendent. The answer key can only be obtained through the office of the District Accountability Coordinator.

GRADE A 3

1983-84 STUDENT REPORT

FLORIDA STATEWIDE ASSESSMENT PROGRAM

OCTOBER 1983

BIRTHDATE

DIST. DATA

NAME

STUDENT I.D.

B C D E

STANDARD AND SKILL			CORRECT ANSWERS NEEDED	# OF ITEMS ANSWERED CORRECTLY	ITEM NUMBERS AND RESPONSES					SKILL ACHIEVED	REMEDIATION* INITIAL	REMEDIATION* DATE
		MATHEMATICS										
A	1	COUNT NO MORE THAN 100 OBJECTS.	4/ 5		001	002	003	004	005			
B	2	READ AND WRITE NUMBER LESS THAN 100.	4/ 5		011	012	013	014	015			
E	7	IDENTIFY HALVES, THIRDS, OR FOURTHS.	4/ 5		044	045	046	047	048			
F	9	ADD THREE 1-DIGIT NUMBERS (SUMS THROUGH 18).	4/ 5		020	021	022	023	024			
F	10	ADD TWO 2-DIGIT NUMBERS (WITH NO REGROUPING).	4/ 5		025	026	027	028	029			
G	12	SUBTRACT BASIC FACTS THROUGH 18.	4/ 5		054	055	056	057	058			
G	13	SUBTRACT 1-DIGIT FROM 2-DIGIT NUMBERS WITH NO REGROUPING.	4/ 5		059	060	061	062	063			
G	14	SUBTRACT 2-DIGIT NUMBERS WITH NO REGROUPING.	4/ 5		064	065	066	067	068			
O	17	TELL TIME ON THE HOUR AND HALF-HOUR.	4/ 5		035	036	037	038	039			
O	18	DETERMINE THE LENGTH OF AN OBJECT.	3/ 4		040	041	042	043				
Q	20	IDENTIFY SETS OF COINS EQUAL IN VALUE UNDER 25 CENTS.	4/ 5		030	031	032	033	034			
T	21	SOLVE WORD PROBLEMS INVOLVING ADDITION.	4/ 5		006	007	008	009	010			
T	22	SOLVE WORD PROBLEMS INVOLVING SUBTRACTION.	3/ 4		016	017	018	019				
V	24	SUBTRACT TO SOLVE PRACTICAL MONEY PROBLEMS UNDER 50 CENTS.	4/ 5		049	050	051	052	053			

TOTALS { ITEMS CORRECT OF 68
SKILLS ACHIEVED OF 14
STANDARDS ACHIEVED OF 9 ← F → MATHEMATICS

The following state Minimum Student Performance Standards were not achieved. Additional instruction may be necessary in these areas.

*Double Grid

*For school use only. Not required by the Department of Education

STUDENT REPORT, SSAT-I

The SSAT-I *Student Report* for grades 3, 5, and 8 is a detailed record of student achievement of standards, skills, and items designed primarily for teachers. There are actually two reports; one report contains results of communications and the second report, mathematics. For illustrative purposes, the mathematics report is shown on the opposite page.

A special report designed for parents, the SSAT-I *Parent Report*, contains student achievement by standard. Each school receives two copies of the *Parent Report*: one to be sent home to parents and one to be kept by the teacher. The *Parent Report* can be used effectively with the *Student Report* for an overall picture of an individual student's achievement. (The *Parent Report* is not illustrated here.)

Copies of the basic skills test booklets are available through the office of the District Coordinator of Accountability. School personnel may arrange to review the booklet through the Coordinator for purposes of curriculum discussions. Test booklets are no longer retained in the principal's office for reasons of test security. Refer to the Division of Public Schools Memorandum 81-291.

HOW TO READ THE *STUDENT REPORT, SSAT-I*

A. The skills are listed by standard on the left-hand side of the report.

   1. The minimum performance standards are indicated by a letter (e.g., A, B).

   2. The skills for each standard are indicated by a number (e.g., 1, 2).

B. The column headed "Correct Answers Needed" gives the number of questions a student must master out of the total number used to test the skill.

C. The second column after the listing of the skill, "# of Items Answered Correctly," gives the actual number of questions the student mastered.

D. The information under the "Item Numbers and Responses" includes the item numbers and an indication of whether a student achieved the item. This information can be used to check how a student did on each and every item.

E. The "Skill Achieved" column summarizes a student's performance on all items of the skill. Whether the skill was achieved or not is indicated by a "yes" or "no" in the column.

F. Summary information is provided at the bottom of the report:

   1. The number of items, skills, and standards a student mastered is given at the left-hand side of the report.

   2. In the area at the bottom of the report, the minimum performance standards not achieved by a student are listed. (Additional instruction may be needed on these standards.)

COMMUNICATION SKILLS

SSAT-II

GRADE

1983-84 STUDENT REPORT

BIRTHDATE

DIST. DATA

FLORIDA STATEWIDE ASSESSMENT PROGRAM

NAME

STUDENT I.D.

B

A COMMUNICATION SKILLS	SKILL ACHIEVED
11. Infer the main idea of a selection. 12. Find specific information in a selection. 16. Infer the cause and effect of an action. 20. Identify facts and opinions. 21. Identify an unstated opinion. 26. Identify source to obtain information on a topic. 28. Use index cross-references to find information. 29. Use highway and city maps. 32. Include necessary information in letters. 33. Complete a check and its stub. 34. Complete accurately common application forms.	

TOTAL: SKILLS ACHIEVED OF 11

COMMUNICATIONS SCALE SCORE =

PASSING SCORE = 700

STUDENT PASS THE SSAT-II COMMUNICATION SKILLS TEST.

STUDENT PASS THE SSAT-II MATHEMATICS TEST.

MATHEMATICS SKILLS

SSAT-II

GRADE

1983-84 STUDENT REPORT

C

BIRTHDATE

DIST. DATA

FLORIDA STATEWIDE ASSESSMENT PROGRAM

NAME

STUDENT I.D.

MATHEMATICS SKILLS	SKILL ACHIEVED
17. Determine the time between two events. 24. Determine equivalent amounts of money. 30. Solve problems involving whole numbers. 32. Solve problems involving decimal fractions or percents. 33. Solve problems involving comparison shopping. 34. Solve problems involving a rate of interest. 35. Solve purchase problems involving sales tax. 36. Solve purchase problems involving discounts. 37. Solve problems involving measurement. 38. Solve problems involving the area of a rectangle. 39. Solve problems involving capacity. 40. Solve problems involving weight. 41. Find information in graphs and tables.	

TOTAL: SKILLS ACHIEVED OF 13

MATHEMATICS SCALE SCORE =

PASSING SCORE = 700

STUDENT PASS THE SSAT-II MATHEMATICS TEST.

STUDENT PASS THE SSAT-II COMMUNICATION SKILLS TEST.

STUDENT REPORT, SSAT-II

The *Student Report* prepared for reporting the results of the SSAT-II is different in format from the SSAT-I in that there is no item data reported and no remediation columns are provided. Further, there are only two standards for the SSAT-II: Communication Skills and Mathematics. Student results of both standards are given on one report separated by a perforated line. Complete student identification is provided on each standard report so it can be easily sent to the appropriate teacher. A copy of the SSAT-II student report is also sent home to parents with a letter of explanation printed on the back. An illustration of the report is presented on the opposite page.

The SSAT-II *Student Report* form looks slightly different this year because of the change to a scale score. (The scale score will be used ONLY with the SSAT-II and NOT the SSAT-I.) In the past, the *Student Report* provided the number of items the student answered correctly (raw score) out of the total number of items tested. Under the revised scoring rule, the number of items answered correctly is used to determine the scale score. The scale score is printed on the report form rather than the raw score.

In analyzing the test results for a student who did not pass the SSAT-II, the teacher should begin by reviewing the individual skills not mastered within each of the two areas. Since the SSAT-II is an application of the basic skills, the results should be compared to the student's mastery of the standards measured on the Part I test. Remediation in the needed curricular areas should be provided to the student and recorded according to school or district guidelines.

HOW TO READ THE *STUDENT REPORT, SSAT-II*

A. The SSAT-II has only two minimum standards, Communication Skills and Mathematics. The skills measuring each standard are listed on the left-hand side of the report and are indicated by a number (e.g., 11, 12, 16).

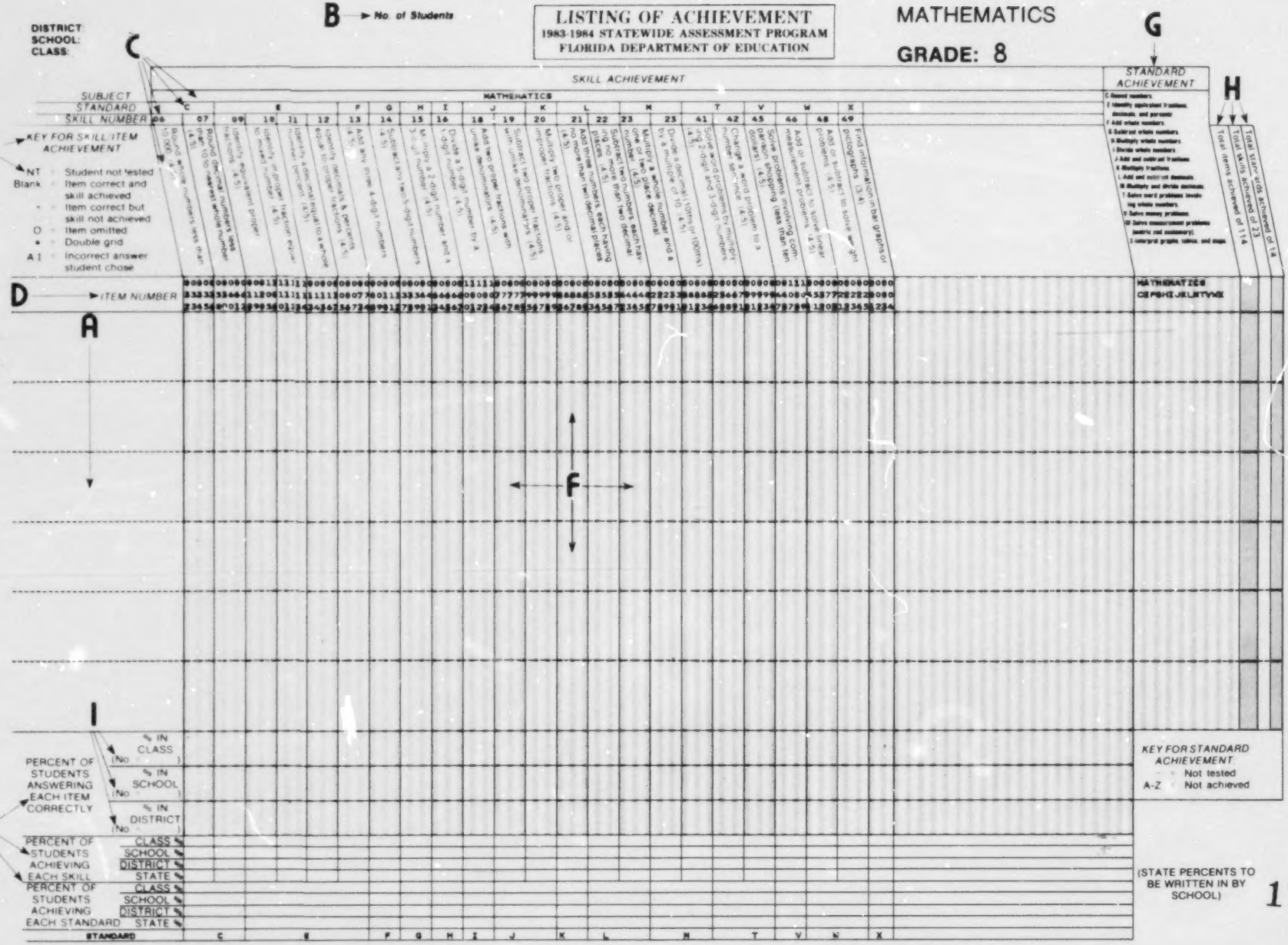
B. The "Skill Achieved" column summarizes the student's performance on all items of the skill. Whether the skill was achieved or not is indicated by a "yes" or "no" in the column.

C. Summary information is provided at the right-hand side of the report:

1. The total number of skills achieved out of the total tested is given after the entry "total."

2. The student's scale score and the minimum passing score of 700 is given below the "skills achieved" information.

3. A statement of whether the student "did" or "did not" pass the Communication Skills test and "did" or "did not" pass the Mathematics test is given on each portion of the report.


DISTRICT:
SCHOOL:
CLASS:
B → No. of Students
LISTING OF ACHIEVEMENT
1983-1984 STATEWIDE ASSESSMENT PROGRAM
FLORIDA DEPARTMENT OF EDUCATION
MATHEMATICS
GRADE: 8
C
SKILL ACHIEVEMENT
STANDARD ACHIEVEMENT
G
H
SUBJECT
STANDARD
SKILL NUMBER
MATHEMATICS
E
KEY FOR SKILL/ITEM ACHIEVEMENT
NT = Student not tested
Blank = Item correct and skill achieved
• = Item correct but skill not achieved
O = Item omitted
* = Double grid
A I = Incorrect answer student chose
Round whole numbers less than 10,000 (4.5)
Round decimal numbers less than 10 to nearest whole number (4.5)
Identify equivalent proper fractions (4.5)
Identify an improper fraction equal to a mixed number (4.5)
Identify a decimal equivalent to a common percent (4.5)
Identify decimals & percents equal to proper fractions (4.5)
Add any three 4-digit numbers (4.5)
Subtract any two 5-digit numbers (4.5)
Multiply a 2-digit number by a 3-digit number (4.5)
Divide a 5-digit number by a 1-digit number and a 2-digit number (4.5)
Add two proper fractions with unlike denominators (4.5)
Subtract two proper fractions with unlike denominators (4.5)
Multiply two proper fractions (4.5)
Add three numbers each having no more than two decimal places (4.5)
Subtract two numbers each having no more than two decimal places (4.5)
Multiply a whole number and a decimal to two place decimal
Divide a decimal (tenths or hundredths) by a multiple of 10 (4.5)
Solve word problems by multiplying 2-digit and 3-digit numbers
Change a word problem to a number sentence (4.5)
Solve problems involving computation and shopping less than ten dollars (4.5)
Add or subtract to solve measurement problems (4.5)
Add or subtract to solve linear problems (4.5)
Find information in bar graphs or pictographs (3.4)
D → ITEM NUMBER
A
F
I
PERCENT OF STUDENTS ANSWERING EACH ITEM CORRECTLY
% IN CLASS (No.)
% IN SCHOOL (No.)
% IN DISTRICT (No.)
J
PERCENT OF STUDENTS ACHIEVING EACH SKILL
CLASS %
SCHOOL %
DISTRICT %
STATE %
PERCENT OF STUDENTS ACHIEVING EACH STANDARD
CLASS %
SCHOOL %
DISTRICT %
STATE %
STANDARD
C
E
F
G
H
I
J
K
L
M
T
V
W
X
C. Round numbers
E. Identify equivalent fractions, decimals, and percents
F. Add whole numbers
G. Subtract whole numbers
H. Multiply whole numbers
I. Divide whole numbers
J. Add and subtract fractions
K. Multiply fractions
L. Add and subtract decimals
M. Multiply and divide decimals
T. Solve word problems involving whole numbers
V. Solve money problems
W. Solve measurement problems (metric and customary)
X. Interpret graphs, tables, and maps
Total items achieved of 114
Total skills achieved of 23
Total standards achieved of 14
MATHEMATICS
CEFGHIJKLMTVWX
KEY FOR STANDARD ACHIEVEMENT
- = Not tested
A-Z = Not achieved
(STATE PERCENTS TO BE WRITTEN IN BY SCHOOL)

10

16

17

HOW TO READ THE LISTING OF ACHIEVEMENT

A. The names of students tested are listed on the left side of the form, with exceptional education students listed last.

B. The number of students tested in the district, school, and class is entered at the top of the form.

C. The subject tested, standard identification letter, skill identification number, skill description, and the number of items needed to achieve the skill/number of items tested are listed across the form above the item numbers (see D).

D. The item numbers (listed vertically) are ordered by standards and skills, not in test booklet order, and are listed above the item and skill achievement record (see F).

E. The symbol definitions for the skill and item achievement record are located in the key at the top left of the report form.

F. The item and skill achievement record for each student assessed is given in the middle of the report form.

G. The standard achievement record for each student is listed on the right side of the report form.

H. The total number of items, skills, and standards achieved is listed on the far right of the form, after the standard achievement record.

I. The number of students included in summary percentages (exempt exceptional students are excluded) is given on the lower left side of the report form.

J. The percents of achievement for school, district, and State (state data to be written in by school personnel) are entered on the far lower left of the report form.

LISTING OF ACHIEVEMENT REPORT

The *Listing of Achievement Report* for 1983 contains a variety of information which should be extremely helpful to teachers and principals. The report can be looked at in two ways: as information on individual student achievement and as a class summary presented in percentages of student achievement on items, skills, and standards. Although the actual title "Listing of Achievement" does not change, the same form also serves as a school report for the principal.

There are separate listings for Communication Skills and Mathematics. As each page has space for only 36 students, there will be additional pages if there are more than 36 students in the class or school.

For demonstration purposes, a grade 8 Mathematics *Listing of Achievement* is shown on page 10. The information on individual student achievement is listed in the middle of the report. If the student achieved a skill and did not miss any items, the space under the skill is left blank. If a student masters the skill but misses or omits one or more of the items in the skill, the letters for the incorrect responses chosen are printed. An asterisk appears if a student shades in two answers (double grid) for any one item. If the student did not achieve the skill, his/her entire item achievement record is given for that skill. (Although there are no data in this example, item data will appear in this section of the actual report form.) See the Key (E) for achievement record symbols.

The summary information such as percent of students answering each item, skill, and standard correctly is given for the class, school, and district in Section J.

At the far right of the example report, various test totals and records of mastery of the performance standards are presented (Sections G and H). If a student has the desired level of minimum competency, all of the standards will have been achieved. Standards not achieved are marked with the letter designating the standard missed.

The format of the *Listing of Achievement Report* makes it easy to identify which students achieved highest or lowest in the skill areas. By scanning the skill columns, the teacher can determine first the number of "blanks" appearing under the skill. Thus, the strongest skill areas for the class are immediately apparent since a blank indicates achievement of the skill. The next step is to look at those skills not attained for which additional diagnostic information is printed. Plus signs (+) indicate correct responses to the items. If the item was not answered correctly, the letter of the incorrect choice is printed in the item column. By analyzing the patterns of incorrect answers, curricular programs for either individual students, groups of students, or the total class can be determined. Those students having similar problems can be grouped for diagnostic testing and follow-up instruction. Low percentages obviously indicate a large number of students having difficulty.

The percents printed at the bottom of the report provide immediate information on how the class, school, district, and State are performing on items, skills, and standards. The data for the State is to be written in the spaces provided at a later date because it is not available when the *Listing of Achievement* is initially prepared.

DISTRICT REPORT OF SCHOOL SKILL ACHIEVEMENT

The *District Report of School Skill Achievement* presents the percentage of students achieving each skill for each school in the district. An example of this report is given below.

The *District Report of School Skill Achievement* lists vertically each school by name and number on the left side of the report (Section A). The area identified by Section B, appearing horizontally across the example, shows the skill number and standard letter with an "R" or a "W" designating whether it's a Reading or Writing standard. The data entries are percents of students who have mastered the skills. Identification of skills and performance standards are found in Appendices B and C of this *Guide*.

This report assists district administrators in examining each school's effectiveness in helping students acquire basic skills. The first step should be to identify for each school its basic achievement pattern of strengths and weaknesses. Then, these school scores can be compared with the district, region, and state scores entered at the bottom of the *District Report* (Section C).

FLORIDA DEPARTMENT OF EDUCATION
STATEWIDE ASSESSMENT PROGRAM - OCTOBER 1983

DISTRICT: 83 CLINTON COUNTY
GRADE: 03
REGION: CROWN
SUBJECT: COMMUNICATIONS (READING AND WRITING)

DISTRICT REPORT OF SCHOOL SKILL ACHIEVEMENT
PERCENTAGE OF STUDENTS ACHIEVING EACH SKILL

A

B

	NO. OF STUDENTS	R A01	R A02	R C04	R F06	R I07	R I09	R J10	R K12	R M14	W B02	W B03	W G09	W I13
0071 ABALONE BEACH ELEMENTARY	115	100	100	91	97	98	97	88	96	99	100	99	95	100
0081 CEDAR HILLS ELEMENTARY	79	91	85	70	85	78	65	57	71	75	86	95	72	95
0091 CORRALVILLE ELEMENTARY	128	98	98	91	97	95	92	80	89	85	98	97	93	98
0101 GARDEN GROVE ELEMENTARY	41	93	83	90	85	88	80	76	95	80	88	85	93	98
0121 HOOVER ELEMENTARY	57	98	98	93	88	85	91	73	89	79	89	96	93	98
0131 LINCOLN ELEMENTARY	151	96	93	84	89	87	82	62	75	77	83	98	85	95
0261 NORTHSIDE ELEMENTARY	130	99	98	92	97	95	92	85	93	85	95	98	93	100
0451 PINE RIDGE ELEMENTARY	142	98	95	93	92	90	88	72	87	83	92	92	89	95
DISTRICT:	1626	97	94	87	92	90	85	71	85	84	91	96	88	97
REGION:	20143	95	91	89	89	91	85	70	86	82	90	94	89	96
STATE:	114973	97	95	86	91	90	84	68	84	80	91	95	91	95

C

NOTE: The above-listed data are fictitious.

FLORIDA STATEWIDE ASSESSMENT PROGRAM

TEST FOIL ANALYSIS

A

DISTRICT SUNSHINE
SCHOOL SUNNYVILLE ELEM SCHOOL
GRADE THREE
NO OF STUDENTS 30 MATHEMATICS

SCHOOL
OCTOBER 1983

RUN DATE: 10/20/83

B → PERCENT CHOOSING

ITEM	A or F	B or G	C or H	D or I	OMIT
1	2	*87	5	6	
2	3	0	*93	4	
3	5	*90	3	2	
4	10	*81	4	5	
5	0	2	*95		

C

D

PERCENT CHOOSING

ITEM	A or F	B or G	C or H	D or I	OMIT
51	*79	2	12	7	
52	0	*98	1	1	
53	*93	2	3	2	

PERCENT CHOOSING

ITEM	A or F	B or G	C or H	D or I	OMIT

PERCENT CHOOSING

ITEM	A or F	B or G	C or H	D or I	OMIT

0 = NO ONE RESPONDED
BLANK = NO FOIL AVAILABLE
* = CORRECT ANSWER

NOTE: The above-listed data are fictitious.

14

TEST FOIL ANALYSIS

A *Test Foil Analysis for the SSAT-I* is provided for each school and district. An example of a school *Test Foil Analysis* is provided on page 14 of this *Guide*.

Section A presents the identification information for the district and school along with the number of students tested, the grade tested, and subject.

Written horizontally across the top of the report form under the identification information is "Percent Choosing." Below the "Percent Choosing" column in each box are the item letter choices A or F, B or G, etc. The letter designation is determined by whether the item number is odd or even: odd item numbers have A, B, C, D designation and the even numbers, F, G, H, I as their letter choices.

Section C lists the actual item numbers and Section D lists the percent of students choosing an answer choice. An asterisk indicates the correct answer.

The *Test Foil Analysis* can provide important information about what kinds of errors students are making so that instruction can be more specifically tailored to meet student needs. It can best be used by teachers and curriculum specialists by comparing the percentage of responses for each choice within an item and between items. An analysis of this type will greatly assist in the diagnostic process when used in conjunction with the *Listing of Achievement Report*.

The District and School *Test Foil Analysis* will be available only through the office of the Coordinator of Accountability. School personnel may obtain copies of the *Test Foil Analysis* only for purposes of curricular discussions involving several teachers or for analyses of test results with administrative staff.

CHAPTER III

INTERPRETATION AND UTILIZATION

INTRODUCTION

The assessment scores in and of themselves are not a complete evaluation of performance. Instead, they are a description of performance, a measure of status. Evaluation requires interpretation of the data in light of local goals and curriculum to determine whether the performance on each standard or skill is satisfactory, acceptable, or less than desired.

Interpretation of scores provides meaning to the data and direction to instructional activities designed to meet students' needs. This chapter (1) provides suggestions to make interpretation easier, (2) discusses factors which should be considered in interpretation, and (3) offers some techniques for using the results and communicating them to others.

STEPS IN INTERPRETATION

The Statewide Assessment reports contain much information about student achievement. Although all of the information is important, it is almost impossible for anyone to deal simultaneously with all of the data on all of the skills. The steps described in this section should help identify those skills which represent the greatest potential problems.

When the assessment results first reach the school, the most pressing level of analysis is at the student level. Which students, if any, need additional help in acquiring basic skills? What skills caused them problems?

Once these two questions have been addressed, analysis turns to the impact of the assessment results for curriculum. Questions such as the following must be considered:

1. Are there skills which students were assumed to have acquired but have not?
2. Does the curriculum for 3rd, 5th, 8th, 10th, or 11th grades need to be restructured to provide assistance to students who have not acquired basic skills?
3. Are curricular modifications needed at other grade levels to strengthen the emphasis on the basic skills?

Without direction, analysis can be a lengthy process. Following the suggested steps should shorten the process and make the outcome more usable. The suggestions apply equally whether student, classroom, school, or district results are being interpreted.

Once results are available, a first step might be to answer the following questions about student performance on skills and standards:

1. Do the weaknesses identified by the assessment still exist?
2. In what instructional areas are students strongest?
3. In what areas are they weakest?
4. Are there any surprise areas of weakness?
5. On which skills do students appear to need further assistance and in what order should they be considered?
6. How do these results compare with previous results?

After determining which skills should be worked on first, an examination of item performance can identify more specific aspects of low rates of mastery. For each skill, examine the item responses shown on the *Listing of Achievement* to determine the foil or distractor chosen and, consequently, the types of mistakes being made by the students. Look to see if there are items which are consistently being missed. Are there any items within any individual skill measuring a particular dimension of the skill which have not been taught? Does performance on any group of items reveal a deficiency in an enabling skill?

These questions can be answered by inspection of the test results and the test questions together. Test booklets are available through the office of the Coordinator of Accountability. However, for test security purposes, access to the test booklets should be strictly controlled by local school district authorities. To permit access to the test and to maintain security at the same time, each school principal should form curriculum committees to study the test results and the test under controlled conditions.

Remember, the goal is for students to achieve the Minimum Student Performance Standards. Only by identifying students' weaknesses and providing appropriate assistance can this be accomplished.

CONSIDERATIONS IN VALID INTERPRETATION

There are a number of factors which educators should consider when interpreting the results of the 1983 Statewide Assessment. These include (1) the impact of minimum performance standards, (2) varying difficulty levels, (3) changes in student performance, (4) comparing percentages of achievement, (5) the State Student Assessment Test, Parts I and II—implications for graduation, and (6) the concept of mastery of a standard. Each of these is discussed below.

The Impact of Minimum Performance Standards

As noted in the Introduction of this *Guide*, the State Board of Education adopted in April 1977 minimum performance standards. It should be remembered the standards are minimum "objectives"; all students should demonstrate attainment of every one of the standards. However, students do not need to master each and every skill related to a standard in order to be classified a master of the standard (see Appendix D for discussion of mastery of a standard).

A danger in interpreting the assessment results lies in assuming that if a large percent of students achieve a majority of the standards successfully, then the curriculum is completely effective. Since the tests measure only basic skills and standards, achievement of these minimum standards reflects only the first step in the ladder of instruction. Educators need (1) to be alert to the danger of gearing the curriculum only to these minimum standards and (2) to continue to provide challenging learning experiences in a variety of content areas and levels. For many students, teachers should expect performance or achievement far beyond the minimum standards.

It also must be made clear that the Minimum Student Performance Standards exist only in reading, writing, and mathematics. Local school districts must continue to provide instruction in the other curricular areas beyond the three R's. Students will need instruction in such areas as social studies, science, health, and so forth. Furthermore, even in the three R's, most students will be able to far exceed the minimum expectations measured by the state tests. Schools must provide instruction which encourages students to learn as much as they can.

Varying Difficulty Levels

The statewide standards are not of equal difficulty; therefore, uniform high levels of performance may not be attained. While high levels of achievement are desirable and in keeping with Florida's commitment to help all students acquire basic skills, the variation in difficulty of the minimum performance standards must be considered.

The categories in each subject area form a general hierarchy. In communications, finding details in a selection for example, is prerequisite to, and usually easier than, determining the main idea, which then is prerequisite to drawing conclusions from a message. Likewise in mathematics, computation with whole numbers precedes both problem-solving with whole numbers and computation with fractions.

There also may be hierarchies within a group of skills with the skills presenting a progression of difficulty. An example of this kind of situation is determining if sentences have the same meaning prior to recognizing if paragraphs mean the same thing. This concept of a hierarchy does not imply that all objectives within a category represent increasing steps of difficulty, but some do.

Similarly, the items measuring each skill are not necessarily of equivalent difficulty. For some skills the items purposely progress from easy to hard, such as from multiplying numbers like 32 × 2 to numbers like 234 × 9, or from pluralization of words like "dog" to pluralization of words like "baby". Such progressions test a student's achievement of the skills over a broad area. For this reason they may pose problems in interpreting and communicating results. As long as the item is a valid one for the skill being measured, greater item difficulty should not be an excuse for lower performance. It may be an indication that students need help with a possibly more advanced application of the skill.

Changes in Student Performance

It is important to remember that the October 1983 Statewide Assessment measured students' skills at a single point in time. It is very possible that students have acquired those skills thereafter and prior to receipt of the test results in the schools. Thus, as noted previously in the "Steps in Interpretation" Section of this *Guide*, a first step in the interpretation of the results should be to determine whether the problems identified by the assessment results still exist. Information may already be available because of classroom testing or working with students to show that the skills have been acquired. If there is no evidence or information, brief tests or exercises could be administered to pinpoint any difficulties which are still present. After verifying areas of weakness, instruction should be aimed at helping students learn the skill identified with the standard rather than helping them answer particular test items.

Comparing Percentages of Achievement

Although percentages of achievement as a form of reporting test data are clear and easy to understand, they encourage the expectation that scores should be 100 percent and anything less is a reflection of the educational system's or the student's inadequacy. This can create a communication problem between school officials and the public.

The problem is compounded when comparisons are made, for example, between classroom and school scores. Comparisons per se are not bad. They may help identify a school with a particularly good instructional program or help select the classroom which most needs additional help for the students. However, in order for comparisons to be used positively, there must be guidelines to determine which differences are big enough to warrant attention.

Unfortunately, consideration of what constitutes a "statistically significant" difference is usually not a satisfactory approach. The large number of students tested in a typical district often makes any difference "significant." For this reason, it is better to take a cautious, practical approach to the task.

In a typical classroom of 25 to 30 students, one student represents 3-4% of the class total. Thus, the score is 100% if all students achieve a skill, 96% if one misses it, 92% if two miss it, and so on. In other words, one student may make a big difference in a summary score. Consequently, in comparing percentages of achievement between classroom units, look for differences of about 10 to 15%.

At the school, district, and state levels, performance of an individual student has less impact on the total score. For these larger groups, a handy rule of thumb would be to consider differences of at least 5% as being of practical significance.

The State Student Assessment Test, Part I—Implications for Graduation

Teachers, school administrators, students, and parents should be aware of the relationship of the State Student Assessment Tests, Part I and Part II, to graduation from high school. The SSAT-I measures certain basic skills defined by the State Board of Education as being important for graduation purposes. Students should master the minimum standards included on the test. However, students take the SSAT-I only one time. If certain standards are not mastered at the time the test is administered, the local school district will provide additional instruction. The school staff is then responsible for determining when the standards have been mastered for graduation purposes. No state test is given a second time to assist in making such a determination.

The State Student Assessment Test, Part II—Implications for Graduation

Students are expected to master both standards measured by the SSAT-II prior to graduation from high school. Students are given five opportunities to take and pass the test beginning with spring of the tenth grade. The test may be taken in the fall or the spring of the eleventh and twelfth grades if necessary.

The SSAT-II graduation requirement was originally to become effective in the 1978-79 school year. However, a court challenge to this requirement, *Debra P. v. Turlington*, resulted in an injunction preventing the State from requiring students to pass the SSAT-II until the 1982-83 school year. This postponement was intended to compensate for those students whose early education may have occurred under segregated conditions. According to the May 1983 district court ruling, the SSAT-II graduation requirement was effective with the 1983 high school graduating class.

It should be emphasized that students who do not meet the graduation requirements posed by the state tests are permitted to continue their education beyond the twelfth grade. The Legislature has provided a "13th year" of free public education as a means of providing additional opportunities for students to master areas of weakness. Further, students can continue their education through the adult school programs.

Concept of Mastery and Non-Mastery Status

An accepted and necessary educational practice is to assess a student's instructional progress to determine mastery of specific objectives as he or she proceeds through the educational program. Often, the assessment is achieved by an informal method such as the teacher's judgment, or it may be a more formal test. Whichever method is used, there is always the possibility of statistical error creeping into a decision of whether a student is a master or a non-master.

This same phenomenon, of course, exists with the Statewide Assessment results because a student may be misclassified. It is possible to identify with a great deal of assurance the poorer performing students who attain few or none of the items measuring a skill or standard. The greatest problem in classifying students on a particular skill or standard occurs with the borderline master—the student who scores close to the criteria that determine master or non-master status.

For this reason, teachers need to examine the Statewide Assessment results in terms of consistency with the individual student's class performance, results from other evaluations, and teacher professional judgment. Such additional evidence will help confirm or reject the Statewide Assessment results for a specific skill or standard for an individual student. If there are any discrepancies, the teacher then needs to pursue further the exact status of the student's performance or achievement.

In addition and of great importance is the degree of non-mastery. For instance, if a student misses 6 out of 10 items, he/she is probably achieving at a different level of non-mastery than a student who attains only 1 out of 10 items. The instructional program and strategies for these two students would be different and need to take into account the varying degree of non-mastery.

EFFECTIVE UTILIZATION

Effective utilization of assessment data depends upon (1) effective communication and (2) taking steps which will encourage implementation of recommendations based on the data. A few techniques for these activities are offered.

Communicating Assessment Results

State assessment results should be communicated to various audiences with different purposes in mind. For example, third, fifth, eighth, tenth, eleventh, and twelfth grade teachers, and guidance personnel need to know about the results so they can assist the students. Other teachers need the data to make decisions about curricular changes. Parents need to understand their child's results so they can become involved in the educational process and provide help at home. Students need to be informed of their academic status to understand their own strengths and weaknesses in developing career goals or to prepare for remediation procedures. Citizens at large, school advisory committees, and school board members need test data so they can be informed and make wise decisions about school policies.

To aid in communicating the test results, educators can develop effective communication plans by answering the following questions:

1. Who should know about test results?
2. What specific information and knowledge do these audiences need?
3. How can the information best be communicated to the various audiences?
4. How can it be determined if the audiences are "getting the message"?

This brief discussion is not meant to provide sufficient information for educators to design a complete dissemination program. There are public information specialists available for this task, and additional details can be provided by the Assessment Program staff in the Department of Education. The major purpose of this discussion is simply to indicate that communication of results is an important phase of any testing program.

Steps for Successful School Use of Results

Reading and interpreting data is a necessary first step, but it should be followed by actual utilization of the data. The school staff should consider these steps and adapt to the local situation as may be desirable. It should be recognized that the school principal and teachers can best accomplish full use of the test data by working cooperatively. Involvement heightens commitment to the task and facilitates communication between teachers at different levels. Following are suggestions for involving others in use of the data:

1. Assemble committees of teachers from several levels to analyze the school summary data.
2. Establish school level improvement objectives or standards for the remainder of the school year. Provide for posttests to determine gains made on both statewide and local objectives.
3. Help all teachers establish specific improvement goals for students not meeting priority objectives.
4. Assemble committees of teachers from the elementary, middle (or junior high), and secondary levels to discuss instructional weaknesses and coordination of curriculum.
5. Review currently-used instructional materials to determine their relationship to the tested minimal standards.
6. Provide for the communication of assessment results to individual parents and to the school advisory council or other parent groups.
7. Analyze other test data available to the district (as well as other available information) and relate to the assessment results.
8. Combine resources and efforts with two or three other schools which have similar priority objectives to develop instructional materials and posttests.

There are, of course, other steps that may be taken; these are only suggestions. Assessment data does not have value by itself—it only has value when it is understood and properly utilized. Without effort and commitment, the data will only reside in storage, useful to no one.

APPENDIX A

STATE STUDENT ASSESSMENT TEST, PART II—

Skills

The 1983 high school State Student Assessment Test, Part II covers the 24 skills listed below with a total of 120 items. The items represent the practical application of certain academic skills. The primary difference between Part I and Part II of the State Student Assessment Test (SSAT) is in the way the questions are stated. Questions on Part II were developed from real world situations and problems requiring a student to use the basic skills acquired throughout the school years.

Development of the SSAT-II was conducted with the assistance of university and commercial contractors. The test, first administered in October 1977, was pretested in Florida and then revised where necessary. Each new version has contained approximately 40 percent new and/or revised items compared to the previous version. With the change to the scale score, the number of new items added to different test forms will vary.

The Accountability Act of 1976 mandated that passing the SSAT-II was a requirement for receiving a regular high school diploma. For this reason, thorough test security measures were instituted. The booklets were sent in sealed packages to the district and school and each booklet was sealed. The seal was to be broken only by the student taking the test. Each school was responsible for its supply of booklets and returned them through official channels for destruction.

The 24 skills that are tested by the SSAT-II are listed below with the criterion for mastery of the particular skill listed.

MATHEMATICS

Skill Number	Criterion: Correct Answers Needed	Skills
17	4/5	Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.
24	3/4	Determine equivalent amounts of up to one hundred dollars using coins and paper currency.
30	4/5	Determine the solution to real world problems involving 1 or 2 distinct whole number operations.
32	4/5	Determine the solution to problems involving decimal fractions or percents and one or two distinct operations.
33	4/5	Determine the solution to problems involving comparison shopping.
34	3/4	Determine the solution to problems involving rate of interest and the estimation of the amount of simple interest.

Skill Number	Criterion: Correct Answers Needed	Skills
35	4/5	Determine the solution to problems involving purchases and a rate of sales tax.
36	3/4	Determine the solution to problems involving purchases and a rate of discount given in fraction or percent form.
37	3/4	Solve a problem related to length, width, or height using metric or customary units up to kilometers and miles, conversion within the system.
38	4/5	Solve a problem involving the area of a rectangular region using metric or customary units.
39	3/4	Solve a problem involving capacity using units given in a table (milliliters, liters, teaspoons, cups, pints, quarts, gallons), conversion within the system.
40	4/5	Solve a problem involving weight using units given in a table (milligrams, grams, kilograms, metric tons, ounces, pounds, tons), conversion within the system.
41	4/5	Read and determine relationships described by line graphs, circle graphs, and tables.

COMMUNICATION SKILLS - Reading

Skill Number	Criterion: Correct Answers Needed	Skills
11	5/6	Determine the main idea inferred from a selection.
12	3/4	Find who, what, where, which, and how information in a selection.
16	4/5	Determine the inferred cause and effect of an action.
20	5/6	Distinguish between facts and opinions.
21	4/5	Identify an unstated opinion.
26	4/5	Identify the appropriate source to obtain extensive information on a topic.
28	5/6	Use an index to identify the location of information requiring the use of cross-references.
29	5/6	Use highway and city maps.

COMMUNICATION SKILLS - Writing

Skill Number	Criterion: Correct Answers Needed	Skills
32	4/5	Include the necessary information when writing letters to supply or request information.
33	5/6	Complete a check and its stub accurately.
34	5/6	Accurately complete forms used to apply for a driver's license, employment, entrance to a school or training program, insurance, and credit.

APPENDIX B

MINIMUM PERFORMANCE STANDARDS FOR GRADES 3, 5, and 8

READING STANDARDS

A. ACQUIRE A BASIC VOCABULARY.
B. DETERMINE WORD MEANING FROM USAGE IN PASSAGE.
C. DETERMINE WORD MEANING FROM WORD PARTS.
D. DETERMINE WHETHER DIFFERENT SELECTIONS HAVE SIMILAR MEANINGS.
E. DETERMINE THE MAIN IDEA OF A MESSAGE.
F. FIND INFORMATION IN A MESSAGE.
G. DETERMINE CAUSE AND EFFECT OF EVENT OR ACTION.
H. DETERMINE THE GENERALIZATION SUPPORTED BY A MESSAGE.
I. RECOGNIZE FANTASY, FACT, AND OPINION.
J. RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.
K. FOLLOW ORAL AND WRITTEN DIRECTIONS.
L. IDENTIFY SOURCES FOR NEEDED INFORMATION.
M. USE APPROPRIATE REFERENCE SKILLS.

WRITING STANDARDS

A. COMPOSE GRAMMATICALLY CORRECT SENTENCES.
B. ORGANIZE INFORMATION.
C. WRITE A PARAGRAPH.
D. SUPPLY NECESSARY INFORMATION.
E. WRITE LETTERS USING ACCEPTED FORMATS.
F. FILL OUT COMMON FORMS.
G. SPELL CORRECTLY.
H. PUNCTUATE CORRECTLY.
I. CAPITALIZE CORRECTLY.
J. WRITE LEGIBLY.

MATHEMATICS STANDARDS

A. COUNT QUANTITIES.
B. READ AND WRITE NUMERALS.
C. ROUND NUMBERS.
D. PUT NUMBERS IN ORDER.
E. IDENTIFY EQUIVALENT FRACTIONS, DECIMALS, AND PERCENTS.
F. ADD WHOLE NUMBERS.
G. SUBTRACT WHOLE NUMBERS.
H. MULTIPLY WHOLE NUMBERS.
I. DIVIDE WHOLE NUMBERS.
J. ADD AND SUBTRACT FRACTIONS.
K. MULTIPLY FRACTIONS.
L. ADD AND SUBTRACT DECIMALS.
M. MULTIPLY AND DIVIDE DECIMALS.
N. FIND PERCENTAGES.
O. MEASURE TIME, TEMPERATURE, DISTANCE, CAPACITY, AND WEIGHT.
P. IDENTIFY GEOMETRIC FIGURES AND SHAPES.
Q. IDENTIFY THE VALUE OF COINS AND BILLS.
R. DETERMINE THE INFORMATION NEEDED TO SOLVE A PROBLEM.
S. ESTIMATE SOLUTIONS BY ROUNDING.
T. SOLVE WORD PROBLEMS INVOLVING WHOLE NUMBERS.
U. SOLVE WORD PROBLEMS INVOLVING FRACTIONS, DECIMALS, AND PERCENTS.
V. SOLVE MONEY PROBLEMS.
W. SOLVE MEASUREMENT PROBLEMS (METRIC AND CUSTOMARY).
X. INTERPRET GRAPHS, TABLES, AND MAPS.

APPENDIX C

SKILLS FOR GRADES 3, 5, and 8

Listed below are the categories and measured skills in grades 3, 5, and 8. Preceding each skill is its number and corresponding minimum performance standard letter as well as the criterion for mastery. Following the skill are the test item numbers that measure the particular skill. (A separate listing of minimum performance standards can be found in Appendix B.)

GRADE 3 READING

Standard/ Skill	Criterion: Correct Answers Needed	Skill Statement	Item Numbers
		VOCABULARY	
A 1	7/10	Identify printed equivalents to orally presented words.	69 - 78
A 2	4/5	Associate words with words of opposite meaning.	79 - 83
C 4	4/5	Associate contractions with their component words.	93 - 97
		READING COMPREHENSION	
F 6	4/5	Identify specific details in a selection.	88 - 92
G 7	3/4	Determine the stated effect of an action.	84 - 87
		LOGICAL THINKING	
I 9	4/5	Distinguish between "real" and "unreal."	103-105; 115-116
J 10	4/5	Identify an irrelevant statement in a selection.	98 - 102
		STUDY SKILLS	
K 12	3/4	Follow written directions to complete a task.	106 - 109
M 14	4/5	Put words in alphabetical order by first letter.	110 - 114

GRADE 3 WRITING

Standard/ Skill	Criterion: Correct Answers Needed	Skill Statement	Item Numbers
		ORGANIZATION	
B 2	4/5	Classify pictures and shapes under appropriate headings.	117 - 121
B 3	3/4	Arrange four pictures in a sequential pattern.	122 - 125
		SPELLING, PUNCTUATION, CAPITALIZATION	
G 9	7/10	Identify correct spelling of common words.	126 - 135
I 13	4/5	Capitalize the first word of a sentence.	136 - 140

GRADE 3 MATHEMATICS

		NUMBER CONCEPTS	
A 1	4/5	Count no more than 100 objects.	1 - 5
B 2	4/5	Read and write numbers less than 100.	11 - 15
E 7	4/5	Identify halves, thirds, or fourths.	44 - 48
		COMPUTATION WITH WHOLE NUMBERS	
F 9	4/5	Add three 1-digit numbers, sums through 18.	20 - 24
F 10	4/5	Add two 2-digit numbers with no regrouping.	25 - 29
G 12	4/5	Subtract basic facts through 18.	54 - 58
G 13	4/5	Subtract 1-digit from 2-digit numbers with no regrouping.	59 - 63
G 14	4/5	Subtract 2-digit numbers with no regrouping.	64 - 68
		MEASUREMENT	
O 17	4/5	Tell time on the hour and half-hour.	35 - 39
O 18	3/4	Determine the length of an object.	40 - 43
		PRACTICAL PROBLEMS	
Q 20	4/5	Identify sets of coins equal in value (not more than 25 cents).	30 - 34
T 21	4/5	Solve word problems involving addition.	6 - 10
T 22	3/4	Solve word problems involving subtraction.	16- 19
V 24	4/5	Subtract to solve practical money problems (not more than 50 cents).	49 - 53

GRADE 5 READING

Standard/ Skill	Criterion: Correct Answers Needed	Skill Statement	Item Numbers
		VOCABULARY	
A 2	7/10	Identify words which are the same or opposite in meaning.	174 - 178; 213 - 217
C 4	4/5	Associate compound words with their component words.	179 - 183
C 6	3/4	Identify appropriate prefixes and suffixes in context.	189 - 192
		READING COMPREHENSION	
D 7	4/5	Determine whether different sentences have similar meanings.	208 - 212
E 8	4/5	Determine the main idea stated in a paragraph.	184 - 188
F 9	4/5	Find specific information in a selection.	203 - 207
G 11	4/5	Determine the stated effect of an action.	198 - 202
		STUDY SKILLS	
K 18	3/4	Follow oral directions to complete a task.	117 - 120
K 19	4/5	Follow written directions to complete a task.	193 - 197

GRADE 5 WRITING

		ORGANIZATION AND GRAMMAR	
A 2	4/5	Identify correct forms of regular verbs in context.	121 - 125
A 3	4/5	Identify regular plural forms of nouns.	126 - 130
A 5	4/5	Select declarative sentence using correct word order.	165 - 169
A 6	4/5	Select interrogative sentence with proper word order.	131 - 135
C 9	3/4	Arrange sentences into a meaningful paragraph.	161 - 164
		SPELLING, PUNCTUATION, CAPITALIZATION	
F 14	4/5	Complete simple forms.	152 - 156
G 15	7/10	Identify correct spelling of common words.	142 - 151
H 19	3/4	Use a question mark to complete an interrogative sentence.	170 - 173
H 20	2/3	Use a period to complete abbreviations of common titles.	139 - 141
H 21	3/4	Use a comma between name of city and state in an address.	157 - 160
H 22	2/3	Use a comma between day of month and year in a date.	136 - 138

GRADE 5 MATHEMATICS

Standard/ Skill	Criterion: Correct Answers Needed	Skill Statement	Item Numbers
		NUMBER CONCEPTS	
A 1	4/5	Count no more than 1,000 objects.	26 - 30
B 2	4/5	Read and write numbers (100 through 9,999).	1 - 5
B 4	4/5	Read and write money values through $5.00.	102 - 106
C 5	4/5	Round whole numbers less than 100 to the nearest ten.	97 - 101
D 6	4/5	Put in order 3 numbers less than 1,000.	76-77; 92-94
D 7	4/5	Identify object's position (11th through 99th).	17 - 21
E 8	3/4	Identify equivalent fractional parts.	13 - 16
		COMPUTATION WITH WHOLE NUMBERS	
F 11	4/5	Add four 3-digit numbers, with regrouping.	37 - 41
F 12	4/5	Add a 3-digit number to a 1-, 2-, or 3-digit number.	42 - 46
G 13	4/5	Subtract two 4-digit numbers, without regrouping.	66 - 70
G 14	4/5	Subtract two 4-digit numbers, with one regrouping.	71 - 75
H 15	4/5	Identify basic multiplication facts.	51 - 55
H 16	4/5	Multiply a 1-digit number and a 3-digit number.	56 - 60
I 18	4/5	Divide a 3-digit number by a 1-digit number with no remainder.	107 - 111
		COMPUTATION WITH FRACTIONS	
J 19	3/4	Add two proper fractions with like denominators.	78 - 81
J 20	4/5	Subtract two proper fractions with like denominators.	112 - 116
		MEASUREMENT	
O 21	4/5	Identify months of the year in order.	6 - 10
O 24	4/5	Tell time on the hour, half-hour, and quarter-hour.	32 - 36
O 25	3/4	Measure length, width, or height using centimeters or meters.	22 - 25

Standard/ Skill	Criterion: Correct Answers Needed	Skill Statement	Item Numbers
		PRACTICAL PROBLEMS	
Q 27	3/4	Identify equivalent amounts of money up to $5.00.	47 - 50
T 28	4/5	Solve word problems by adding three 3-digit numbers.	82, 84, 87, 88, 90
T 29	4/5	Solve word problems by subtracting two 3-digit numbers.	83, 85, 86, 89, 91
V 32	4/5	Solve purchase problems involving change from $1.00.	61 - 65
X 33	4/5	Find information in bar graphs or pictographs.	11, 12, 31, 95, 96

GRADE 8 WRITING

Standard/ Skill	Criterion: Correct Answers Needed	Skill Statement	Item Numbers
		GRAMMAR & SENTENCE COMPOSITION	
A 2	4/5	Use the appropriate forms of common regular verbs.	134 - 138
A 4	4/5	Make subjects and verbs agree.	139 - 143
A 5	7/10	Use the appropriate forms of common irregular verbs.	153 - 162
		SUPPLYING INFORMATION	
D 16	4/5	Include necessary information in a written message.	163 - 167
E 19	4/5	Use proper form when addressing a business envelope.	173 - 177
F 23	4/5	Complete simple forms.	168 - 172
		SPELLING, PUNCTUATION, CAPITALIZATION	
G 24	7/10	Identify correct spelling of common words.	115 - 124
G 25	4/5	Identify correct spelling of months, days, and numbers.	125 - 129
H 28	4/5	Use the comma to separate words in a series.	144 - 148
H 29	3/4	Use the comma to separate proper names in direct address.	149 - 152
I 31	3/4	Capitalize appropriate words in titles.	130 - 133

GRADE 8 READING

		VOCABULARY	
A 1	7/10	Identify words which are the same or opposite in meaning.	178-182; 224-228
C 5	4/5	Identify component words of contractions.	239 - 243
C 6	4/5	Identify appropriate prefixes and suffixes in context.	234 - 238
C 7	4/5	Associate appropriate inflected words in context.	209 - 213

Standard/ Skill	Criterion: Correct Answers Needed	Skill Statement	Item Numbers
		READING COMPREHENSION	
E 8	3/4	Determine the main idea stated in a paragraph.	196 - 199
E 9	3/4	Determine the main idea inferred from a paragraph.	188 - 191
F 10	4/5	Find specific information in a selection.	229 - 233
H 15	3/4	Infer feelings and emotions.	192 - 195
		LOGICAL THINXING	
I 16	4/5	Distinguish between facts and opinions.	214 - 218
		STUDY SKILLS	
K 20	4/5	Follow written directions to complete a task.	219 - 223
M 22	4/5	Select dictionary definition for word in context.	183 - 187
M 23	3/4	Use table of contents to find information.	200 - 203
M 24	4/5	Use an index to locate a subtopic by page number.	204 - 208

GRADE 8 MATHEMATICS

		NUMBER CONCEPTS	
C 6	4/5	Round whole numbers less than 10,000.	32 - 36
C 7	4/5	Round decimal numbers less than 10 to nearest whole number.	58 - 62
E 9	4/5	Identify equivalent proper fractions.	18-20; 105-106
E 10	4/5	Identify improper fraction equal to mixed number.	110 - 114
E 11	4/5	Identify a decimal equal to a whole number percent.	13 - 17
E 12	4/5	Identify decimals and percents equal to proper fractions.	5-7; 73-74

Standard/ Skill	Criterion: Correct Answers Needed	Skill Statement	Item Numbers
		COMPUTATION WITH WHOLE NUMBERS	
F 13	4/5	Add any three 4-digit numbers.	8 - 12
G 14	4/5	Subtract any two 5-digit numbers.	37 - 41
H 15	4/5	Multiply a 2-digit number and a 3-digit number.	63 - 67
I 16	4/5	Divide a 5-digit number by a 1-digit number.	100 - 104
		COMPUTATION WITH FRACTIONS	
J 18	4/5	Add two proper fractions with unlike denominators.	75 - 79
J 19	4/5	Subtract two proper fractions with unlike denominators.	95 - 99
K 20	4/5	Multiply two proper and/or improper fractions.	85 - 89
		COMPUTATION WITH WHOLE NUMBERS AND DECIMALS	
L 21	4/5	Add three numbers, each having no more than two decimal places.	53 - 57
L 22	4/5	Subtract two numbers, each having no more than two decimal places.	42 - 46
M 23	4/5	Multiply a whole number and a one- or two-place decimal number.	27 - 31
M 25	4/5	Divide a decimal (10ths or 100ths) by a multiple of 10.	80 - 84
		PRACTICAL PROBLEMS	
T 41	4/5	Solve word problems by multiplying 2-digit and 3-digit numbers.	26, 50, 68, 69, 71
T 42	4/5	Change a word problem to a number sentence.	90 - 94
V 45	4/5	Solve money problems involving comparison shopping (less than ten dollars).	47-48; 107-109
W 46	4/5	Add or subtract to solve linear measurement problems.	49, 51, 52, 70, 72
W 48	4/5	Add or subtract to solve weight problems.	21 - 25
X 49	3/4	Find information in bar graphs or pictographs.	1 - 4

APPENDIX D

CRITERIA FOR ACHIEVEMENT OF MINIMUM PERFORMANCE STANDARDS AND SKILLS

From 1971-72 through 1973-74, assessment results were reported in terms of the percentage of students who achieved each objective. Beginning in 1974-75, census testing was implemented, test items were available for analysis by districts, and the percentage of students answering items correctly was reported, but no percentages were reported on objectives. For 1974-75 and 1975-76, there were no official criteria for objective mastery although guidelines were provided which could be used to determine mastery if a district so desired.

The movement away from setting criteria resulted in criticism from both legislators and educators who felt that criteria were necessary in order to interpret student performance. Therefore, the 1976-77 test results were reported in terms of both objective and item performance.

In its 1976 session, the Florida Legislature passed the 1976 Educational Accountability Act which, among other things, required the adoption of minimum performance standards. These standards were adopted in April 1977 and form the basis of subsequent Statewide Assessments.

Minimum performance standards are composed of several component skills (i.e., objectives) which are, in turn, defined by varying numbers of test items. Thus, the task becomes one of defining mastery of standards in terms of mastery of skills and items. Both are discussed below.

Mastery of Skills

The primary problem in establishing a passing criterion is determining the minimal number of correct answers necessary to correctly classify a student as being a master or a non-master of a skill. Factors to be considered include (1) the probability that a student could guess enough answers to achieve the skill, (2) the probability that a student has the skill but makes an occasional careless error, (3) the philosophy that a student who has mastered a skill should be able to do it repeatedly, (4) the possibility that a student may have the skill but be so unfamiliar with a particular form of the test item that it is answered incorrectly, and (5) practical considerations of length of the test and time required to complete it.

Because all achievement tests are subject to certain measurement errors, a probability exists that a student may be misclassified. It is possible, with a great deal of assurance, to identify as non-masters, the poorer performing students who attain few or none of the items measuring a skill. The greatest problem in classifying students on a particular skill occurs with the borderline master—the student who scores close to the criterion that determines master or non-master status.

To eliminate the problem of misclassifying an actual non-master as a master, some educators hold the philosophy that a master of an objective is one who can demonstrate the skill repeatedly and would demand achievement of 100%. That is, a master should be able to exhibit the skill correctly every time. On the other hand, others point out that such perfection is rarely realized. In trying to combine these two aspects of determining mastery and non-mastery, the following criteria are used to determine and report mastery of a skill for the State Student Assessment Test, Parts I and II:

When the Number of Questions to Measure a Skill is as Follows:	The Minimum Number of Questions Required to be Answered Correctly Shall be as Follows:
2	1 of 2
3	2 of 3
4	3 of 4
5	4 of 5
6	5 of 6
7	5 of 7
8	6 of 8
9	7 of 9
10	7 of 10
11	8 of 11
12	9 of 12
13	10 of 13
14	10 of 14
15	11 of 15
16	12 of 16

These procedures for governing mastery of skills are applied uniformly regardless of the number of choices presented the student through the multiple-choice items. Theoretically, items with fewer choices result in higher probability of guessing the correct answers. However, since a vast majority of the items contain four choices, this factor was disregarded.

The net effect of these procedures for scoring the tests for individual skills is to strike a reasonable balance between accuracy of classification, possibility of guessing, and practical test length. To achieve mastery status the student is required to demonstrate proficiency repeatedly but not 100% achievement. However, since not all possible questions in a skill area can be asked (e.g., not all multiplication problems), it is not possible to be perfectly certain that a "master" can indeed correctly solve every problem he/she may face in school or real life even when repeated proficiency is demonstrated.

Mastery of Standards

Florida students are expected to show mastery of all minimum performance standards. However, it would be unreasonable to expect students to correctly answer every test question. For this reason, it is necessary to determine rules for judging attainment of the standards.

By action of the State Board of Education August 1978, the criterion for mastery of each standard of the State Student Assessment Test, Part I assessment was determined by correctly answering the number of questions which measure that standard as follows:

When the Number of Questions to Measure a Standard is:	The Minimum Number of Questions Required to be Answered Correctly Shall be:
2	1
3	2
4	3
5	4
6	5
7	5
8	6
9	7
10	7
11	8
12	9
13	10
14	10
15	11
16	12
17	12
18	13
19	14
20	14
21	15
22	16
23	17
24	17
25	18

To pass the State Student Assessment Test, Part II, a student must successfully complete both the Communication Skills standard and the Mathematics standard. The passing criterion previously established by the State Board of Education was changed in 1982 so that a student's raw score will be converted to an equated scale score. The State Board Rule 6A-1.942, Section (5) (c) 2. now states the following:

> "2. Beginning in April 1983, test scores shall be reported in terms of an equated score scale. The passing scaled score shall be 700 and shall be equivalent to the passing score of the October 1978 test as determined by 6A-1.942 (c) 1. FAC."

This is an important change because the criteria of 42 items out of 60 for passing either Communication Skills or Mathematics on the SSAT-II are no longer relevant. A passing score of 42 raw score points received by a student in 1978 means the same as the passing score of 700 in 1983. Both scores are minimum passing scores for their respective years. When an equated scale score is used, the score of the new test is adjusted to compensate for any changes in the difficulty level of the new test compared to the old test. Students who take different test forms from year to year are required to perform at the same level of achievement to pass the test. For example, if a particular form of a test is easier than another form, then the student must answer more items correctly; if it is harder, then fewer items need to be answered correctly to reach the passing score. However, the difficulty level of the tests, as to actual achievement required, is the same at the passing point.

For a detailed explanation of the change to the equated scale score, contact the district coordinator of accountability for a copy of the learning program, "What's the Score?", a presentation designed to inform educators about the new scoring system.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."
Adopted, State Board of Education, Jan. 20, 1981.

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